



Redcliffe Elementary

6741 Atomic Road
Aiken, South Carolina

Grades	PK-5 Elementary School	
Enrollment	829 Students	
Principal	Julie Revelle	803-827-3350
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

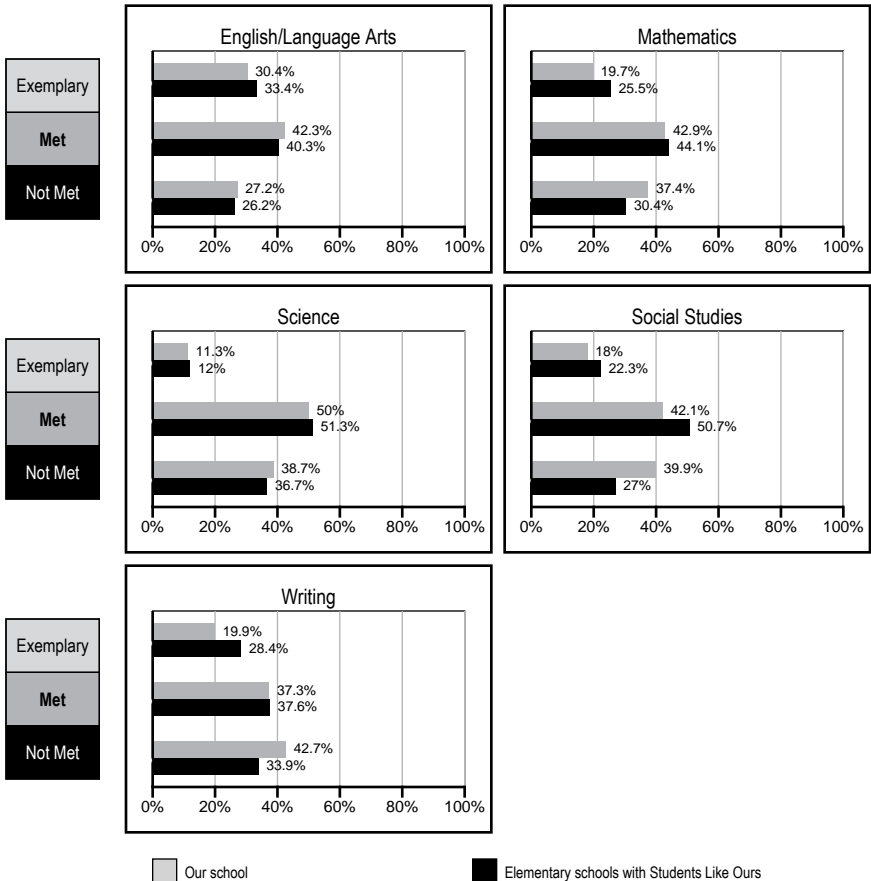
98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	94	12	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=829)				
First graders who attended full-day kindergarten	95.3%	Down from 97.7%	100.0%	100.0%
Retention rate	2.4%	Down from 4.0%	2.4%	1.9%
Attendance rate	95.6%	Down from 95.8%	96.2%	96.3%
Eligible for gifted and talented	7.3%	Down from 8.0%	8.5%	10.0%
With disabilities other than speech	5.9%	Up from 4.8%	9.2%	7.7%
Older than usual for grade	0.8%	Down from 2.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	54.7%	Up from 51.8%	59.7%	59.4%
Continuing contract teachers	83.0%	Up from 66.1%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 85.9%	86.5%	85.9%
Teacher attendance rate	94.7%	Down from 95.5%	95.0%	95.1%
Average teacher salary*	\$49,145	Up 5.4%	\$47,344	\$47,149
Professional development days/teacher	11.6 days	Up from 9.2 days	11.6 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.4 to 1	18.9 to 1	18.8 to 1
Prime instructional time	87.6%	Down from 88.8%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 97.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,468	Up 4.9%	\$7,373	\$7,458
Percent of expenditures for instruction**	72.6%	Down from 75.3%	68.6%	68.8%
Percent of expenditures for teacher salaries**	57.4%	Down from 72.2%	61.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Redcliffe Elementary School began the 2008-2009 school year with two goals: implement a school-wide reading initiative and increase parental involvement.

The school-wide reading initiative consisted of the following: two book studies (Reading Essentials and The Daily 5); training on rituals and routines for classrooms; utilizing anchor charts for instruction; the implementation of authentic student work assessed by standards-based rubrics; leveled classroom libraries; and the training and use of running records to assess students' reading ability. This effort was comprehensive and intensive, but one great outcome of this initiative was an increase in faculty collaboration among grade levels and across the school in general.

In an effort to increase the parental involvement at Redcliffe Elementary School, we offered the following activities to promote an inviting place for parents: Parent Academy (4), Snack and Chat with the Administrators, Parents and Pastries (3), Winter and Spring Celebration of the Arts, Fifth Grade Production, a Volunteer reception, Family Fun Fest, and Kindergarten Parent Workshops (2). We also introduced a new mass telephone caller to provide information to parents about events and activities in the school as well as revised the monthly Bear Facts Newsletter to better inform parents. As a result of these efforts, we believe that we created a more welcome school atmosphere for parents.

The 2008-2009 school year at Redcliffe Elementary School was a successful school year. We believe that we made great progress towards our two goals, and we look forward to making 2009-2010 even more successful!

Bonnie Fulghum, Co-Chairperson

Sylvia Campbell, Co-Chairperson

Salvatore Minolfo, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	95	68
Percent satisfied with learning environment	94.7%	82.1%	90.8%
Percent satisfied with social and physical environment	93.0%	74.7%	88.1%
Percent satisfied with school-home relations	77.2%	90.5%	88.1%

* Only students at the highest elementary school grade level and their parents were included.

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I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

NI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	365	99.7	27	42.4	30.5	85.5	85.7	82.8	Yes	Yes
Gender										
Male	201	99.5	26.7	42.4	30.9	86.4	83.2	79.3	N/A	N/A
Female	164	100	27.5	42.5	30.1	84.3	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	188	100	19.7	42.1	38.2	88.8	90.8	89.5	Yes	Yes
African American	164	99.4	36.6	42.5	20.9	81	78.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	41	100	75	17.5	7.5	42.5	51.2	52	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	260	99.6	31.4	42.6	26	83.1	79.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	365	99.7	37.2	43	19.8	74.1	81.6	78.9	Yes	Yes
Gender										
Male	201	99.5	38.2	40.8	20.9	76.4	80.6	77	N/A	N/A
Female	164	100	35.9	45.8	18.3	71.2	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	188	100	27	46.6	26.4	82	87.6	87.2	Yes	Yes
African American	164	99.4	49.7	38.6	11.8	64.1	71.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	41	100	77.5	15	7.5	27.5	45.4	45.5	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	260	99.6	41.7	42.1	16.1	69.8	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	244	100	38.4	50.2	11.4	61.6	68.5	67.5
Gender								
Male	126	100	35	50	15	65	69.4	67
Female	118	100	42.2	50.5	7.3	57.8	67.6	68
Racial/Ethnic Group								
White	123	100	25	56	19	75	78.5	79.5
African American	111	100	53.4	42.7	3.9	46.6	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	25	34.9	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	172	100	42.4	48.7	8.9	57.6	56.9	55.1

Social Studies

All Students	241	100	39.9	42.1	18	60.1	69	72.3
Gender								
Male	136	100	39.2	37.7	23.1	60.8	69.3	71.5
Female	105	100	40.8	48	11.2	59.2	68.8	73.2
Racial/Ethnic Group								
White	130	100	31.1	47.5	21.3	68.9	76.5	80.7
African American	104	100	52.5	34.3	13.1	47.5	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	33	100	75	15.6	9.4	25	40.6	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	170	100	44	42.8	13.2	56	59	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	366	98.9	42.4	37.5	20.1	57.6	71.8	70.2	95.6	95.9
Gender										
Male	204	98.5	47.4	37.1	15.5	52.6	65.9	63.2	95.5	95.7
Female	162	99.4	36.1	38.1	25.8	63.9	78.1	77.5	95.8	96
Racial/Ethnic Group										
White	188	100	36.1	40.4	23.5	63.9	78.3	79.1	95.2	95.8
African American	165	98.2	50.6	33.1	16.2	49.4	61.4	57.6	96.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	93.9	97.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65.9	62.6	96.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60.9	68.7	95.8	96
Disability Status										
Disabled	34	94.1	93.8	3.1	3.1	6.3	23	26.1	95	94.9
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	96.8	95
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	64.9	61.2	96	96.4
Socio-Economic Status										
Subsidized meals	263	98.9	45.8	37.3	16.9	54.2	61.4	58.9	95.2	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	125	99.2	21.2	34.7	44.1	78.8
	4	121	100	35.4	38.9	25.7	64.6
	5	119	100	24.8	54	21.2	75.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	125	99.2	39.8	33.1	27.1	60.2
	4	121	100	38.9	36.3	24.8	61.1
	5	119	100	32.7	60.2	7.1	67.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	63	100	40	40	20	60
	4	121	100	44.2	46.9	8.8	55.8
	5	60	100	25	67.9	7.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	61	100	24.1	51.7	24.1	75.9
	4	121	100	38.9	42.5	18.6	61.1
	5	59	100	57.9	31.6	10.5	42.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	125	100	35	39.2	25.8	65
	4	118	99.2	47.4	39.5	13.2	52.6
	5	123	97.6	45.2	33.9	20.9	54.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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